

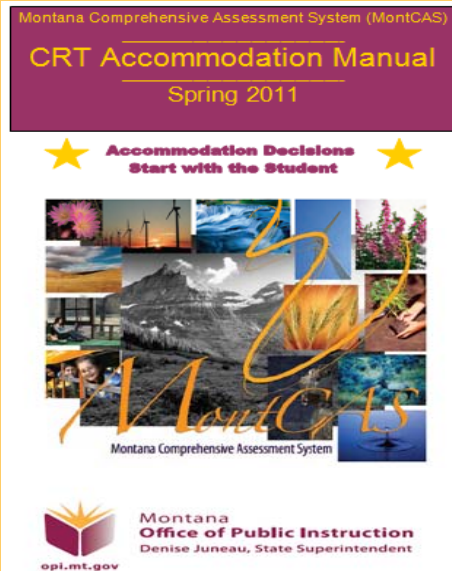
MontCAS, Phase 2 Guidelines and Procedures for CRT Accommodations

**Spring 2011
Grades 3-8 and 10**



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http://www.opi.mt.gov/curriculum/MontCAS/#gpm1_7

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Accommodations are changes in the standard practices and procedures used to teach and assess students.

What practices does this include?

- **Presentation accommodations**— Allow students to access information in ways that do not require visual reading of standard print.
- **Response accommodations** – Allow students to complete activities or respond to questions in different ways.
- **Setting accommodations** – Change the location in which an activity or test occurs or the conditions of the setting.
- **Timing and Scheduling accommodations** – Change the way in which the time is organized.

REMINDERS!

- **Coding with **** : to indicate accommodations that are most appropriate for students who have an IEP or 504 Plan
- **Remember:**
 - There is no standard accommodation (including oral presentation) that provides an opportunity for a student to request or receive help on a specific word, phrase, line, pronunciation, definition, item, question, answer choice or any part of the assessment.
 - Standard accommodations do not override standard administration of the CRT or the need for independent work by the students.

REMINDERS! (Continued)

Specific Accommodations have additional clarifications/details.

- 5. Small Group Administration
- 14. Template
- 16. Writing Tools (Equipment)
- 17. Voice Activation
- 19. Dictation
- 20. Writing Tools (Recording)
- 21. Assistive Technology
- 22. Oral Presentation

See pages 12-16 in the 2011 Accommodations Manual

REMINDERS! (Continued)

Setting Accommodation

5. Small Group Administration

- No more than 15 students
- Oral presentation small groups should be no more than 5 students.

REMINDERS! (Continued)

Equipment Accommodation

14. Template

Text Displayed in this window.

REMINDERS! (Continued)

Equipment Accommodations and Recording accommodations #16, 17, 19, and 20 specify the following guidance:

- **Regardless of the device or method used in the accommodation, the test administrator must transfer what the student said/wrote/indicated directly into the appropriate space in the answer booklet.**
- **The student may review what the test administrator transferred, but the test administrator may not initiate any changes.**
- **Student answers must be entered into the answer booklet NOT on a separate piece of paper.**

REMINDERS! (Continued)

Recording Accommodation

21. Assistive Technology

REMINDERS! (Continued)

Modality Accommodation

22. Oral Presentation as a Standard Accommodation

- **Math and Science:**

- Tests may be read aloud to a student by the Test Administrator as a standard accommodation.

- **Reading:**

- Test **questions and answer choices** may be read aloud to a student by the Test Administrator as a standard accommodation. The reading passages MAY NOT be read aloud to a student as a standard accommodation.

Guidelines for Oral Presentation Accommodation

- Assessment results support the accommodation.
- Documentation of remedial reading services and/or special education and supplementary aids and services.
- Through classroom assessment, it has been determined and documented that the student benefits from oral presentation as her/his way of learning.

CAUTIONS

Oral Presentation Accommodation

- This accommodation should be a low-incidence accommodation.
- Oral presentation should be limited to small groups of 3-5 students.
- In advance of the test sessions, students should be advised to follow along with the text as it is being read.

Oral Presentation as a Non-Standard Accommodation

- Reading:
 - Reading aloud of the reading passages to a student or the student uses text-reader software for reading passages is considered a non-standard accommodation.

Don't accommodations provide an unfair advantage to some?

- All students are expected to progress in the general education curriculum.
- Accommodations provide equal access to grade-level content for students with learning differences.
- Accommodations are intended to reduce or eliminate the effect of a disability, language limitation, or other learning difference.

Right to Accommodations Guaranteed by Law

- Students with disabilities and limited English proficiency are required to participate in state and system wide assessments **with appropriate accommodations** where needed.
- The state must report the **number of students with disabilities provided with accommodations** in order to participate in the regular assessment.

Standard Accommodations Reminders

- There is no standard accommodation (including oral presentation) that provides an opportunity for a student to request or receive help on a specific word, phrase, line, pronunciation, definition, item, question, answer choice or any part of the assessment.
- Standard accommodations do not override standard administration of the CRT or the need for independent work by the students.
- Allowable standard accommodations for the CRT that are described in a student's IEP/504 Plan should match those used during the administration of the CRT.
- Non-standard accommodations for the CRT that are described in a student's IEP/504 Plan should be used during the administration of the CRT.

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Standard Accommodations Reminders

- *Accommodations suggested as appropriate for Limited English Proficient (LEP) Students.
- **Most appropriate for use with students who have an IEP or 504 Plan. Remember, the accommodations used must be listed in the student's IEP or 504 Plan. In unusual circumstances, a student without an IEP or 504 Plan may require an accommodation keyed with **. Please contact the state assessment director for questions to determine if the unusual circumstance for a student without an IEP or 504 Plan merits their use.

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Impact of Accommodations on Test Scores

Standard Accommodations change the way in which a student participates in a test, but do not alter what the test is designed to measure.	Nonstandard Accommodations change the nature of what is being measured by a test.
Impact on Validity of Test Score: none; score can be aggregated with scores of students taking the test without accommodations.	Impact on Validity of Test Score: The score becomes invalid; the student becomes a non-participant when calculating participation rates for AYP, and the score is not included in calculating a school's proficiency rate for AYP.

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Eligibility for Accommodation Use for the CRT

Student Population	Parameters for use of Standard Accommodations	Parameters for Use of Nonstandard Accommodations
General Student Population	<ul style="list-style-type: none"> • Can be used, based on individual student need; • Must be a practice routinely used by this student in classroom instruction and assessment for at least 2-3 months prior to testing; • Accommodation(s) used must be coded in the Student Answer Booklet on page 2. 	<ul style="list-style-type: none"> • Not allowed under any circumstances.

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Eligibility for Accommodation Use for the CRT

Student Population	Parameters for use of Standard Accommodations	Parameters for Use of Nonstandard Accommodations
Students with IEPs or 504 Plans	<ul style="list-style-type: none"> • Can be used, based on individual student need; • Need for accommodation is documented in the student's IEP/504 plan; • Accommodation(s) used must be coded in the Student Answer Booklet on Page 2. • Allowable standard accommodations for the CRT that are described in a student's IEP/504 Plan should match those used during the administration of the CRT. 	<ul style="list-style-type: none"> • Can be used if need for accommodation is documented in the student's IEP/504 plan; • Accommodation(s) used must be coded in the Student Answer Booklet on Page 2; • Student's results for content area will not be calculated in the averages for AYP determination. • Student will be considered a non-participant in the calculation of the AYP participation rate. • Non-standard accommodations for the CRT that are described in a student's IEP/504 Plan should be used during the administration of the CRT.

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Eligibility for Accommodation Use for the CRT

Student Population	Parameters for use of Standard Accommodations	Parameters for Use of Nonstandard Accommodations
LEP Students	<ul style="list-style-type: none"> • Can be used, based on individual student need; • Must be a practice routinely used by this student in classroom instruction and assessment for at least 2-3 months prior to testing; • Accommodation(s) used must be coded in the Student Answer Booklet on page 2. 	<ul style="list-style-type: none"> • Can be used if need for accommodation is documented in the student's IEP/504 plan or after consultation with the OPI state assessment director and the OPI bilingual specialist. • Accommodation(s) used must be coded in the Student Answer Booklet on Page 2; • Student's results for content area will not be calculated in the averages for AYP Determination. • Student will be considered a non-participant in the calculation of the AYP participation rate.

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Link Between Testing and Instructional Accommodations

- Accommodation use in testing should reflect the same type of supports used by the student in daily instruction.
- The specific and unique demands of the testing situation should also be considered in identifying needed supports.

Analyze Test Demands (Elliott & Thurlow, 2006)

Setting	<ul style="list-style-type: none">-Can the student focus on his or her own work with 25-30 other students in a quiet setting?-Does the student display behaviors that are distracting to other students taking the test?-Can the student take the test in the same way it is administered to other students?-If the student needs some external support (e.g., interpreter), would this be distracting to others?
Timing	<ul style="list-style-type: none">-Can the student work continuously for the entire length of a typically administered portion of the test?-Does the student use accommodations that require more time to complete individual test items?
Scheduling	<ul style="list-style-type: none">-Does the student take a medication that dissipates over time?-Does the student's anxiety level increase dramatically when working in certain content areas?

Continued:

Presentation	<ul style="list-style-type: none"> -Can the student listen to and follow oral directions given by an adult or an audiotape? -Can the student see and hear? -Can the student read?
Response	<ul style="list-style-type: none"> -Can the student track from a test booklet to a test response form? -Is the student able to manipulate a pencil or other writing instrument?
Other	<ul style="list-style-type: none"> -Is this the first time that the student will be taking this type of test? -Other considerations??

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OPI List of Test Accommodations

- OPI provides a list of permissible standard accommodations for the CRT and guidance regarding non-standard accommodations.
- The accommodation numbering system is used to code accommodation use on page 2 of the Student Answer Booklet.

Scheduling Accommodations	
1.	Change in Administration Time: Test is administered at a time of day or a day of the week based on student needs.
2.	Session Duration: Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.
3.	N/A
Setting Accommodations	
4.	* Individual Administration: Test was administered in a one to one situation.
5.	* Small Group Administration: Test was administered to a small group of students. Recommend no more than fifteen students unless accommodation 22 for which no more than five students should be in the small group administration.
6.	Reduce Distractors: Student is seated at a carrel or other physical arrangement that reduces visual distraction.
7.	* Alternative Setting: Test is administered to the student in a different setting.
8.	* Change in Personnel: Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).
9.	Home Setting: Test is administered to the student by school personnel in their home.
10.	* Front Row Seating: A student is seated in the front of the classroom when taking the test.
11.	N/A

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Coding Use of Accommodations on the CRT

Complete appropriate sections of this page **after** testing is complete.

Section 1: Required only for public schools and private schools accredited by the Montana Board of Public Education. **TO BE COMPLETED BY SCHOOL TEST COORDINATOR.**

Section 2: Required only for public schools and private schools accredited by the Montana Board of Public Education. **TO BE COMPLETED BY THE TEST ADMINISTRATOR.**
This section is not applicable for students participating in the CRT-Alternate Assessment.

Section 3: Only for private schools not accredited by the Montana Board of Public Education. **TO BE COMPLETED BY SCHOOL TEST COORDINATOR**

1. Required Coding

☐ Student enrolled in a private non-accredited school

2. GENDER
(Optional Coding)
() Female () Male

3. ETHNICITY
(Optional Coding)
(Mark only one.)
☐ American Indian or Alaska Native
☐ Asian
☐ Hispanic
☐ Black or African American
☐ Native Hawaiian
☐ or Other Pacific Islander
☐ White

4. PROGRAM INFORMATION
(Optional Coding)
(Mark all that apply)
☐ SE (Student has an IEP)
☐ SLD
☐ MC
☐ GT
☐ LEP/ELL (Cannot be former LEP)
☐ Former LEP (Cannot be current LEP)
☐ FRL
☐ Significant Cognitive Disability (Student should participate through CRT-AL3)

- Page 2 of Answer Booklet
- Code separately for each content area and type of accommodation.

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- Page 2 of Answer Booklet
- Code separately for each content area and type of accommodation.

Document Student Need for Accommodations

PARTICIPATION IN STATE/DISTRICTWIDE ASSESSMENTS

The student will participate in the State/Districtwide assessments in the following manner: (Check one box for each test)

CRT Tests (Grades 3-5, 10) <input type="checkbox"/> N/A <input type="checkbox"/> Without accommodations <input type="checkbox"/> With accommodations(s) <input type="checkbox"/> CRT-Alternate*	Districtwide Tests <input type="checkbox"/> N/A <input type="checkbox"/> Without accommodations <input type="checkbox"/> With accommodations(s) <input type="checkbox"/> Alternate Assessment
---	---

Identify any test accommodations that must be provided for the student.

CRT: _____

Districtwide: _____

For any student who participates in an alternate assessment describe:
 Why the child cannot participate in the regular assessment, and: _____

Why the particular alternate assessment selected is appropriate for the child. _____

* The student may not participate in the CRT-Alternate unless the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the regular curriculum, learning objectives and expected outcomes focus on functional application, as shown by the IEP's goals/objectives; and the student requires direct and extensive instruction to acquire, maintain, regularize and transfer skills.

For students who participate in the CRT-Alternate, the student's IEP must contain benchmarks or short-term objectives.

Student Name: _____
IEP Date: _____

SUPPLEMENTARY AIDS AND SERVICES

Regular education classes, other education-related settings, and extracurricular and nonacademic settings, where accommodations/modifications or supplementary aids and services are needed.

Specific accommodations, modifications, supplementary aids and services, assistive technology or other forms of support to enable children with disabilities to be educated with children without disabilities. Include program modifications or supports for teachers, related service providers, transportation providers and others working with this student. ☐ None Needed

CONSIDERATION OF SPECIAL FACTORS

	YES	NO
• Does the student's behavior impede his/her learning or that of others?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have communication needs?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student require assistive technology devices or services?	<input type="checkbox"/>	<input type="checkbox"/>
• Has the student been determined to be "Limited English Proficient"?	<input type="checkbox"/>	<input type="checkbox"/>

Are there above checked "Yes" must be addressed in the IEP.

	YES	NO
For a student with <u>hearing or visual impairment</u> <input type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student need training in orientation and mobility?	<input type="checkbox"/>	<input type="checkbox"/>
If "Yes" is checked, training must be addressed in the IEP.		
• Does the student need instructions in Braille or the use of Braille?	<input type="checkbox"/>	<input type="checkbox"/>
If "No" is checked, describe in the notes why instructions in Braille or the use of Braille is not appropriate. This decision must be based on evaluation results.		

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PARTICIPATION IN STATE/DISTRICTWIDE ASSESSMENTS

The student will participate in the State/Districtwide assessments in the following manner: (Check one box for each test)

CRT Tests (Grades 3-8, 10) <input type="checkbox"/> N/A <input type="checkbox"/> Without accommodations <input type="checkbox"/> With accommodation(s) <input type="checkbox"/> CRT-Alternate*	Districtwide Tests <input type="checkbox"/> N/A <input type="checkbox"/> Without accommodations <input type="checkbox"/> With accommodation(s) <input type="checkbox"/> Alternate Assessment
--	--

Identify any test accommodations that must be provided for the student:

CRT: _____

Districtwide: _____

For any student who participates in an alternate assessment describe:
Why the child cannot participate in the regular assessment, and:

Why the particular alternate assessment selected is appropriate for the child.

* The student may not participate in the CRT-Alternate unless the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the regular curriculum, learning objectives and expected outcomes on functional application, as shown by the IEP's goals/objectives, and the student requires direct and intensive instruction to acquire, maintain, regularize and transfer skills.

For students who participate in the CRT-Alternate, the student's IEP must contain benchmarks or short-term objectives.

Student Name: _____	IEP Date: _____
SUPPLEMENTARY AIDS AND SERVICES	
<p>Regular education classes, other education-related settings, and extracurricular and nonacademic settings, where accommodations/modifications are needed _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Specific accommodations, modifications, supplementary aids and services, assistive technology or other forms of support to enable children with disabilities to be educated with children without disabilities. Include program modifications or supports for teachers, related service providers, transportation providers and others working with this student. _____</p> <p style="text-align: right;"><input type="checkbox"/> Note Needed</p>	
CONSIDERATION OF SPECIAL FACTORS	
<ul style="list-style-type: none"> • Does the student's behavior impede his/her learning or that of others? YES <input type="checkbox"/> NO <input type="checkbox"/> • Does the student have communication needs? <input type="checkbox"/> • Does the student require assistive technology devices or services? <input type="checkbox"/> • Has the student been determined to be "Limited English Proficient"? YES <input type="checkbox"/> NO <input type="checkbox"/> 	
<p><u>Any item phore checked "Yes" must be addressed in the IEP.</u></p>	
<p>For a student with blindness or visual impairment <input type="checkbox"/> NA</p>	
<ul style="list-style-type: none"> • Does the student need training in orientation and mobility? YES <input type="checkbox"/> NO <input type="checkbox"/> • If "Yes" is checked, training must be addressed in the IEP. <input type="checkbox"/> • Does the student need instruction in Braille or the use of Braille? <input type="checkbox"/> 	
<p>If "No" is checked, describe in the notes why instruction in Braille or the use of Braille is not appropriate. This decision must be based on evaluation results.</p>	

Do's and Don'ts in Using Testing Accommodations

Do.....

- make accommodation decisions on an individual basis.
- systematically use accommodations during instruction and carry these same practices into the assessment process.
- base the decision about accommodations on the individual needs of the student.
- consult the state list of testing accommodations *after* determining what the student needs.
- evaluate the student's accommodations periodically because student needs change over time.

Do not.....

- make accommodation decisions on a group basis.
- introduce a new accommodation for the first time in an assessment.
- base the decision about what accommodations a student will use on the student's disability category.
- start from the state list of accommodations when considering what accommodations a student will use in an upcoming test.
- pick accommodations once and then never re-evaluate the need for them or for new ones.

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For questions and additional information, contact:

- For questions about policy:

Judy Snow
(406) 444-3656
jsnow@mt.gov
OR

Karen Richem
(406) 444-0748
krichem@mt.gov

- For questions about accommodation use:

Tim Harris
(406) 444-4429
tharris@mt.gov
OR

Gail McGregor
(406) 243-2348
mcmgregor@ruralinstitute.umt.edu

- For questions about ELL/LEP:

Lynn Hinch
(406) 444-3482
lhinch@mt.gov

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